

## **Graduate Diploma Professional Police Practice**

### **LEVEL 6 - 40 Credits**

**Workbook title: Competency Based  
Workbook 2 (DHEP/DET)**

***To be completed by DHEP Detective students  
only***

**(SOUTH WALES POLICE, GWENT POLICE AND  
UWTSD)**

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**Learner's University Registration Number: 2319912**

## **FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME**

***Module title: Policing in the Workplace 3 (DHEP) - BMPP6009D***

## Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

### What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have outlined in the Occupational Competence Portfolio.

### How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

**Word count policy** can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

([https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter\\_07\\_Assessment-Taught\\_Programmes\\_Pages\\_72-79-UPDATED-05-11-2019.pdf](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf))

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

[https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf](https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf)

### How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using [k.andrews@uwtsd.ac.uk](mailto:k.andrews@uwtsd.ac.uk) with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

## Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. However, you must:

- adhere to guidance in the Candidate Handbook about confidentiality.
- not identify individuals including witnesses, victims, or offenders by name.
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions.
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

**Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.**

**Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.**

## NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Candidate Handbook.

***Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is particularly important.***

## Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Candidate Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

## Competency Based Workbook 2 - Learner Workbook

### Guidance:

- *Your workbook must contain items 1 - 5 below (in the order given).*
- *You should use the pro-forma to insert your text within each section.*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.*

### Contents

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## Task 1

### Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

You must choose serious and complex investigation in which you played a significant role with a victim of crime and reflect on what happened.

**Give a brief description** of the **investigation** including social and legislative contexts and any relevant cultural, ethnicity and language issues.

**Critically evaluate** the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm during the **investigative process**

**Explore** what works in relation to tackling repeat victimisation and repeat offending during this **investigation**. Consider the use of evidence-based policing.

2000 words (+/- 10%: include your actual word count at the end of each section)

### ANSWER:

Anyone can become vulnerable at any moment in their lives. Cambridge Dictionary (2025) defines “the vulnerable” as ‘people who can be easily physically or mentally hurt, influenced, or attacked’. Police officers are often called because people have been harmed physically or mentally, therefore most victims that officers encounter could be considered vulnerable. However, vulnerability can be perceived as a concept based on an outside or in this case an officer’s perception (Numans, 2020). Officers must assess the level of risk and then implement safety measures including referrals to partner agencies as is necessary. This essay will critically evaluate the different approaches (by professionals and the police) in supporting or managing vulnerable people. It will then go on to explore what works in relation to tackling repeat victimisation and repeat offending, I will refer and reflect on a case I have dealt with whilst on duty. Throughout the essay I will also reflect on my performance during the investigative process, I will use the “ERA Cycle” (Jasper, 2013), which comprises of three stages: Experience, Reflection and Action.

The case I will refer to throughout this essay is a case of Domestic Abuse (DA), whereby the victim a white, British, female, was a repeat victim of the perpetrator; a white, British male. Due to the backgrounds of both people involved, there were no apparent cultural, ethnic or language issues in this occurrence. The victim was subjected to physical and mental abuse. The victim was pregnant and suffering from alcohol addiction, and diagnosed with bipolar disorder, depression and anxiety. The victim did not support police action, the matter was reported by her family who feared an eventual escalation in the abuse she was subjected to. The victim is classed as a repeat victim as repeated assaults have taken place with only brief gaps between incidents (Wood et al, 2023, p

52). The victim has experienced multiple ABH level assaults at the hands of the perpetrator and the attacks range from being punched and kicked in the face to being knocked over with a car, fortunately not at high speeds. The trial is due to go to crown court in the near future and thankfully throughout the investigation the victim has separated from the perpetrator and is now supportive of police action.

The social context around this incident should not be understated. In the year ending March 2024 the Office for National Statistics stated that in the United Kingdom there were 353 domestic homicides recorded by the police from March 2021 – 2023. Furthermore, there were 1,350,428 domestic abuse-related incidents and crimes', which accounts for '15.8% of all offences recorded by police'. The statistics state that this was a 3.1% decrease from 2023, however this could be due to recent changes in the way police record the incidents. It is impossible to measure the exact number of DA incidents in the UK as the number of cases unreported is not known. Russell Wate (2015) stated that when a victim speaks to police about the abuse they have suffered, they have been assaulted on average 35 times previously. However, 33% of all offences recorded that involved 'Violence against the person' were domestic abuse-related (Office for National Statistic, 2024), which is arguably a large portion of violent assaults. Charities like Women's Aid, support victims of domestic violence and strive to eradicate domestic and sexual violence against women. They have a 24/7 confidential multilingual help line for victims to call (Women's Aid, 2023). DA has also been portrayed through the media with soap operas such as 'Coronation Street', 'Emmerdale' and 'Hollyoaks' portraying DA story lines. Production companies will usually seek advice from agencies such as 'Women's Aid' to ensure these storylines are as accurate as possible (Hague, 2021, p 145).

The legislative context in this case is multiple counts of Assault, with the added aggravating factor of Domestic Abuse. The charge of Assault is given when the defendant has used unlawful force, either intentionally or recklessly against another person causing the person to suffer an injury. In this case, multiple witnesses have seen the perpetrator punch the victim in the face and on one occasion biting her nose. Police officers' Body Word Video (BWV) capture the victim with severe bruising on her face and chest as well as cuts to her nose. Therefore, the assault level amounts to Actual Bodily Harm (ABH), due to the victim suffering more than a graze or minor bruising as stated in the Act (Offences against the Person Act 1861). The DA element is an aggravating factor in this case because as the government legislation (Domestic Abuse Act 2021) defines DA; (a) The victim and perpetrator are both over 16 years old and are "personally connected to each other and (b)- the behaviours is abusive". The act goes on to list types of abusive behaviour and these include "(a)physical or sexual abuse & (b) violent or threatening behaviour" which are both prevalent in this case. Personally Connected is later defined in the Act and the line relevant in this investigation is "(e)they are, or have been, in an intimate personal relationship with each other."

There are several different approaches and tools the police and other professionals can use to support/manage vulnerable people, this section of the essay will aim to critically evaluate the appropriateness of these approaches. Starting with the 'THRIVE'

assessment, call handlers (CH) and officers are trained to use when they have initial contact with the reporting or aggrieved person. 'THRIVE' is a risk management tool devised in order to assist in assessing **Threat, Harm, Risk, Vulnerability, Engagement**. The CH/officer must determine, given the circumstances described or observed, how vulnerable a person is assessing how well they can protect themselves/others or property (Wood, D et al, 2023, p 578). The College of Policing (2021) states that there is a lack of evidence to show that checklists are an effective tool in identifying/managing risk. As people who need help tend to be vulnerable in several different ways, a 'single tool' may not be capable of identifying all vulnerabilities. In addition to this, evidence shows that officers should use their professional judgement when engaging with an individual and make informed and influenced decisions based on a person's 'Communication, Clues and Curiosity' (College of Policing, 2021). Reflecting on the incident I attended it was evident from speaking to the victim that there was substance abuse which made her vulnerable from a more long-term perspective. The fact that she was intoxicated made her vulnerable in that moment, however she did not want to engage or speak to officers at this time.

The next tool used is the completion of a 'Public Protection Notice' (PPN) by an attending officer, this is an online form that collects details about all those involved and the circumstances surrounding the incidents. There are different three types of PPNs covering, Child abuse, vulnerable adults and as in this case: DA incidents. The officer must complete a 'domestic abuse, stalking and harassment' (DASH) risk identification, assessment and management model, these are used by the police and other multi agency professionals and are shared between them where necessary (Wate, 2015, p50). The DASH assessment helps professionals identify the level to which a DA victim may be at risk; the form is made up of 21 questions and if a victim gets over 14 'ticks' their case will be classed as high risk. Professional judgement may also be used when a victim is unable to disclose information, a professional can still rate the case as a high risk and explain their reasoning. If the case is classed as high risk, then it will be reviewed at a 'Multi Agency Assessment Conference' (MARAC), which will be discussed in the next part of this essay (SafeLives, 2025). A study on the DASH assessment conducted in 2019 asking 'If DASH is successfully identifying high-risk DA cases', found that the tool is 'underperforming' and states that the 'questionnaire is, at best, weakly predictive of revictimization' (Turner et al, 2019, P 1013). This study is the largest European-based study of its kind and used a large metropolitan force it was not allowed to name. Due to the lack of studies before or since, it is difficult to compare the findings and assess how effective the DASH truly is.

As mentioned earlier MARAC is a Multi-Agency Risk Assessment Conference, where the police and other partner agencies meet to discuss high risk DA cases, that have been referred via the DASH assessment. The basis of MARAC is that one agency alone cannot stop repeat victimisation, however all agencies working together can have a more significant impact. All agencies involved will share their information and offer safe-guarding actions that can be put in place along with preventative measures, to stop future repeat victimisation (SafeLives, 2024). A research study conducted by Davies et al (2023), looked the pro's and cons of the MARAC process and the implementation, this study found that the benefits included; a 'whole-family

approach' and a more 'Streamlined' system. Stakeholders' comments included that there was less duplication, and action could be taken much quicker. The study found that the challenges faced regarding implementation were to do with IT systems and cost. The study set out to get feedback from stakeholders involved in the meetings, the victims and perpetrators, however the surveys and interviews were only completed by stakeholders and no victims/perpetrators responded, so further research from their perspective needs to be carried out. (Davies, et al, 2023).

Following on from this, if/once a case goes to court 'Special Measures' can be put in place if the victim or witnesses give evidence. If evidence will be impacted due to 'fear or distress' that the victim would be caused due to having to give evidence in front of the perpetrator. Special Measures are for victims/witnesses who are vulnerable or intimidated and must be approved by the Crown Prosecution Service (CPS). The measures include, having a screen to prevent the witness seeing the perpetrator, appearing via live video link and giving pre-recorded evidence. A report carried out by The Home Office (Burton et al, 2006), states that when used, Special Measures were 'a clear success', however problems come from the process in implementing the measure with police officers not knowing when/how they should be put in place and not fully understanding the legislation, therefore they require further development. Due to this report being conducted in 2006 and evidence-based policing being used in the UK, it could be assumed that there would have been improvements made in officer training and awareness of special measures and hopefully they are implemented more frequently and effectively now.

During this investigation several different approaches were used, as mentioned earlier the victim in this case has mental health issues, substance misuse and was pregnant. Initially she would not provide statements to police would refuse to speak to officers if they attended her address and refuse to say how she sustained injuries. This is where working with partner agencies was hugely beneficial. Although the DASH questions were not answered by the victim, when I attended an incident, I submitted a PPN. I rated the incident high due to the DA history of the couple involved, disclosure from family and friends as well as the injuries sustained by the victim, and I justified this in a detailed rational. From there the incident was discussed in a MARAC meeting and other partner agencies were involved, as the victim was pregnant, she engaged with social services and she was offered help pertaining to her drug and alcohol addictions through MARAC, which she accepted. In this case the perpetrator was not originally from the same town as the victim, therefore as part of his court bail conditions he was ordered not to enter the victim's hometown and to return to his own. This was extremely important as it allows the victim space to breathe and think about her future. The impact was not immediate, however after several months of contact from police and partner agencies and as a result from the MARAC referral, the victim is now recovering from substance misuse and is engaging with police, she has now given a positive statement and supports police action against the perpetrator. They have ended their relationship.

In conclusion, it is evident in this case that multi partner agency work is the most effective way to engage with vulnerable people, as one agency alone does not have

enough insight. When agencies work together, they build a more complete picture of the situation allowing effective safeguarding and treatment to be put in place (SafeLives, 2024). Furthermore, I feel confident in the part I played in this investigation, I identified the victim was vulnerable, submitted the correct DASH information to ensure the case was passed on to MARAC. I kept attempting contact with the victim even at times when was unresponsive. When she was ready, I was there to support her from a police perspective, take her statement and ensure she had the appropriate special measures. This case was complex, but the joint efforts of multiple agencies was imperative to tackle a multi-faceted situation and reach a positive outcome.

## Task 2

### Relevant areas of the National Policing Curriculum:

#### Conducting Investigations

You should choose an **serious and complex investigation** that you have been involved in **that was of a complex nature**, in which you played a significant role.

**Critically evaluate** the processes employed in a **complex investigation** you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a **complex investigation** and reference the management of your own personal values and attitudes in relation to this.

2000 words (+/- 10%: include your actual word count at the end of each section)

#### **Answer:**

Police Officers at every level deal with investigations in order to ‘ascertain whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it.’ (Criminal Procedure and Investigations Act, 1996). More serious crimes require more complex investigations and as is, in any investigation, investigators must comply with codes and regulations, whilst maintaining professional standards and following procedures. This essay will aim to critically evaluate the process and fast track actions employed in a complex investigation I have been involved in during my limit experience as a police officer. I will evaluate the support I have provided to the victim throughout a complex investigation I played a significant part in and then go on to explore how I managed my own values, attitude and bias. To aid in my reflection I will use the “ERA Cycle” (Jasper, 2013), which is made up of three stages: Experience, Reflection and Action.

The experience I shall be reflecting on is one I was involved in whilst working with the ‘Rape Investigation Team’, as part of my training, I had a placement with this department. On my first day a call came in from a female who stated she had gone on a date with a male she met online, the date had gone well, and she had left and gone back home alone. The male was not from this area and lived a few hours away, once the female was home, he texted her and said he missed the train and asked if he could come and stay at hers, the female was reluctant however he was persistent, and eventually the female gave in and said he could come and sleep at hers. The female

states she made it clear that she would be going to sleep as she had a busy day the following morning, as they fell asleep the female stated that the male tried to put his hand down her knickers, and she told him no she was going to sleep. The female then alleges that she fell asleep and was woken up by the male raping her. The female stated she did not want to report this and go through the ordeal of a trial, however the male worked as a police officer and she found his behaviour extremely alarming, especially for someone who holds a position whereby they are appointed to uphold the law.

The legislative context in this case is one allegation of rape, as the Sexual Offences Act 2003 states; the male has intentionally penetrated the victim's vagina with his penis, and the victim did not consent, and the perpetrator did not reasonable believe that the victim consented.

Police officers are ruled by regulations, legislation and standards, when conducting an investigation officers must stick to these rules. Blackstone's Handbook for policing students describes the 'Ten standards of professional behaviour' as the 'minimum', standards police officers must maintain, these include but are not limited to 'Honesty and Integrity, Equality and Diversity, Duties and Responsibilities, Discreditable Conduct' (Wood, 2023, p78). These standards must be maintained by officers whilst on and off duty, from an investigation perspective these are in place to ensure everyone gets treated fairly and with respect and officers act professionally and impartially.

The initial investigation begins once the report is made, underpinning any initial response are 'the five building blocks of investigation' which are preservation of life, preservation of scene, securing evidence, identification of victims (and witnesses), identification of suspects. The preservation of life always takes precedence in any investigation, however any block can be applied at any time and built up during different points in the investigation (Carr, Davies and Blockley, 2024). Throughout this investigation my main role was with the victim, therefor this essay will reflect that.

'The Golden Hour' is the early stage of the investigation, this is when vital evidence and information is readily available and effective actions to secure evidence during this crucial stage, can improve chances of positive outcomes (College of Policing, 2024). The first steps of this investigation was to take an initial account from the victim, we attended at her address initially and she explained the circumstances and revealed that the offence had taken place in her bed, so the victims bedroom became a scene that was secured. When speaking to the victim I allowed her to give her account of what had happened first without interrupting her and actively listening using non-verbal communications like nodding, so she knew I was engaged, once she was finished, I then went back and asked for more detail about things that would be vital to the investigation and completed a PPD3 form. Reporting a rape or other serious sexual assaults can be re-traumatising for victims and there has historically been an extremely low conviction rate, The Centre for Women's Justice (2020) reported that rape complaints had only a '1 in 70 chance that a complaint made to the police will even result in a charge, let alone a conviction'. Therefore, I tried to offer the victim

support and make her feel like she was in control; by explaining all her options to her and letting her decide what actions she wanted us to take next.

The victim wanted to go ahead with the investigation and once we had more details we began taking 'Fast track actions', the incident had happened the night before, therefore we were still within a forensic window, therefore I began by taking samples from the victim using an 'Early Evidence Kit' (EEK). Although the victim had agreed to attend a Sexual Assault Referral Centre (SARC), EEKs are vital tools for investigations, as if used correctly and tested, they have the potential to eliminate or identify a suspect or substantiate an allegation (Dalton, 2014, p24). I explained the purpose and procedure for the EEK to the victim to give her a better understanding of what was being done and I ensured I followed the correct procedures, wore the correct PPE and stored the samples in the correct packaging and then later put them into the correct fridge/freezer as necessary.

The next fast track action was to seize the victim's clothing that she had on at the time, in this case it was pyjamas that the victim was no longer wearing, these were seized, wearing the correct PPE and sealed in paper evidence bags, again explaining to the victim why these steps were necessary and what would happen with the belongings. I waited at the victim's house with her until CSI attended to take samples from the scene which was the victim's bedroom.

The victim was tired and did not want to attend at the SARC until the following day after she had slept. The SARC's were designed to act as a multifunctioning medical unit that provides service including, 'medical, forensic and psychological care', interviews can also be conducted there. They also offer aftercare for victims, such as counselling, which is beneficial after experiencing such a traumatic incident which can have detrimental mental health effects. (Widanaralage, Murphy and Loughlin, 2024). When dealing with a victim of such a serious offence, supporting and helping them feel like they have control of the situation is vital, although best evidence could be achieved the sooner the SARC is attended, it would still be in the recommended forensic window if we attended the following morning.

To avoid cross contamination, other members of the team attended the suspect's address to arrest and interview him. Therefore, I focused on following up enquires that had come out of the victim's account, this involved passive data gathering (PDG). First collecting CCTV from the restaurant they had visited on their date and planning and preparing documents to carry out phone downloads from both the victim's and the suspect's phone, because the victim had stated that once the perpetrator had left, he sent her messages saying things to the effect of "NO ONE TELLS ME NO" and "YOU'RE NOT GUNA GET ME DONE ARE YOU", so it was important to seize both phones.

The victim attended at the SARC the following morning and tests were carried out by a medical professional. This can be extremely daunting for victims, throughout this process I tried to support her and make sure she felt believed, by using 'sensitive, non-accusatory and impartial language' (College of Policing, 2024). I wanted to ensure the victim felt like she had choices throughout this investigation as she had been deprived

of that during the incident. It is important to ensure victims of rape get the best service possible from police as data from the Crime Survey for England and Wales (CSEW) from 2017-2020 revealed that less than one in six victims (16%) of rape (including attempts) had reported the assault to the police. This is due to several reasons such as embarrassment and shame, but largely because victims feel like police would not believe them or help (Evennett, 2025). Therefore, the victim's experience with first responders can be crucial to ensuring their continued engagement with an ongoing investigation. I was able to build a rapport with her when I took her initial account and while I waited for CSI at her house, this made it more comfortable for us both while I collected samples using the EEK. I could have pushed her to attend the SARC that evening, however I put her needs first and in doing so created some trust between us and hopefully this helped her cope with what she was going through. I completed all the necessary referrals for the victim such as the News-pathways and a PPN, I also attended at the SARC with the victim the next day, she did not want to tell her family and friends about this incident, so I tried to give her support whenever possible. UK Parliament figures around 'Rape: Levels of prosecution' released in 2025 show that from July to September 2024 77 cases were dropped as the victim no longer supported prosecution, which is notably higher than for other crimes (Evennett, 2025). I hope the level of support and the respect I gave this victim helped her support this case and prosecution all the way through.

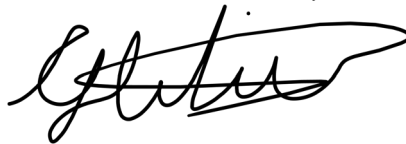
Whilst I offered the victim support, I maintained an investigate mindset throughout the investigation, remembering the principle of 'ABC' which stands for 'Assume nothing, Believe nothing and Challenge everything'. This applies to all areas of an investigation, this is not there to undermine the victim, however, to ensure all lines of enquiry are followed and all accounts are tested (Carr, Davies, and Blockley, 2024). This is why during this investigation I ensured I gathered and examined all PDG opportunities, to ensure we could see the whole picture.

It is important that police officers can set aside their own values and attitudes so that they can act fairly and impartially in line with the Professional Behaviour Standards. Everyone has bias', however police officers must be aware of theirs so they can understand and manage them, to prevent them impacting an investigation (Dodd, 2016). Our biases can occur outside of or consciousness, as we categorise people we meet based on things like race, size and gender. It is not possible to rid ourselves of biases, however if we want to act fairly and impartially and are aware we have biases, we can override this behaviour and maintain professional standards (Fridell, 2016). That is why reflection is important in a policing role as it allows us to review and evaluate what we have done well and where we could benefit from learning and improving, to ensure that we are looking at every angle of a case and not creating blind spots due to our personal views.

Looking back over this investigation I feel I was able to offer the victim a good level of support to help her get through the initial stages of the investigation, I could have been more firmer and tried to persuade her to attend the SARC earlier, however I completed all fast-track actions such as forensics in the EEK, taking initial statement and securing the scene for CSI and she would eventually attend the SARC the following morning. In

this case I put the victims needs first and allowed her to get some sleep before attending and we were still within the forensic window, so I am satisfied I made the right decision. I have also made sure I followed any lines of enquiry, collecting PDG material and examining it. Going forward I will be sure to keep in mind my own personal values and attitudes so I can ensure that personal bias/stereotypes are managed and do not affect my professional role.

**Authentication signature:**

A handwritten signature in black ink, appearing to be 'G. H. H. H.', written in a cursive style.

**Please sign to confirm that the work submitted is your own and has not been copied from another:**

**Signed:**

A handwritten signature in black ink, appearing to be 'G. H. H. H.', written in a cursive style.

**Date: 08/04/2025**

## Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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